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ABSTRACT

This report recommends to administrators and students ways of opening channels through which students can express their opinions about administrative decisions and assume greater responsibility for solving their educational problems. The recommendations cover general administrative policies, attitudes and actions of administrators, attitudes and actions of students, extracurricular activities, student councils, human relations, hypersensitive areas (such as student elections for cheerleaders and activity queens), and curriculum. Related documents are ED 035 987 and EA 003 572. (JF)

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STUDENT INVOLVEMENT

A BRIDGE TO TOTAL EDUCATION

Revised Edition
January 1971

EA 003 622

Task Force on Student Involvement

State Department of Public Instruction
Raleigh, North Carolina 27602

"These students (the Task Force on Student Involvement) are attempting to shoulder some of the responsibilities of gaining positive student involvement in our educational process. In a day of negative disruptions and misunderstanding, these and students like them throughout the State can be our most valuable allies in meeting tomorrow's pressing problems."

A. Craig Phillips
State Superintendent of Public Instruction
August 1, 1969

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PREFACE

The Task Force on Student Involvement is a sixteen-member committee of North Carolina high school students who are using their energy and enthusiasm to seek solutions to the complex problems of education today. Supported by the State Department of Public Instruction, the Task Force is headed by a Student Director, a high school senior and a part-time state employee, and a full-time Adult Director. Geographically distributed across the state, the members reflect different racial, social, economic, and academic backgrounds. Their common goal is promotion of positive, constructive student involvement in education throughout North Carolina.

At the state level the Task Force on Student Involvement acts as a student voice to the State Department of Public Instruction and seeks areas where student input would be effective, such as on school accreditation teams, conferences and teacher workshops, and curriculum evaluation committees. Members also visit schools upon request to discuss different aspects of student involvement, listen to students' and administrators' ideas, and help them derive solutions to their own problems of apathy and unrest. On the local level Task Force members are involved in many school and community activities, and the organization supports student-oriented and student-run programs across the state. The Task Force on Student Involvement also acts as a clearing-house for student ideas on varied subjects, such as ecology, drugs, human relations, and curriculum, and transmits them to administrators, state officials, and other students. All these activities are directed toward spurring other students in the state to become constructively involved in their schools and communities.

According to the Task Force philosophy, student involvement does <u>not</u> mean student dissent. What students are saying is that they care; they want to be contributors to the educational process, not just recipients. Educators' greatest potential resource lies in taking advantage of this interest and in channeling it into responsible areas of activity. The Task Force on Student Involvement concentrates upon opening channels through which students can express their opinions and assume greater responsibility for their own educational problems. Responsibility and positive action are the keys to a successful Task Force program.

The following recommendations are directed to both administrators and students throughout North Carolina. They are based on the Task Force members' own school experiences and upon conversations with many students and administrators from all areas of the state. It is the hope of the Task Force on Student Involvement that these suggestions will be useful in further development of positive student involvement within local systems throughout North Carolina.

RECOMMENDATIONS FOR POSITIVE STUDENT INVOLVEMENT

I. GENERAL ADMINISTRATIVE POLICIES

A. Maintain a constant dialogue with students. Don't just say the line of communication is open - use it!

B. Assure students that any legitimate request will be dealt with in a fair manner, promptly and with genuine concern. If no action can be taken immediately on a request, the reasons for delay should be adequately explained.

C. Sanction legitimate, responsible dissent if it does not disrupt the educational activities of the school.

D. Provide for dialogue or seminar sessions for <u>all</u> students held on regularly scheduled dates for discussion of current school problems, communication among students of different backgrounds and interest, and general surveillance of current events.

1. Faculty members and administrators may or may not be included at these sessions according to the topics or needs of the group. However, some system of student-to-adult feedback should be arranged in advance.

2. One regularly scheduled class period per two-week or monthly period could be utilized for these sessions, with the time being rotated between periods so as to relieve any one period of an excessive loss of time.

3. Study halls might also be used at regular intervals for such seminars.

E. Allow students to formulate and organize emergency committees with the powers to investigate and derive solutions to problems of unrest. By placing a larger burden of responsibility on the students, greater awareness of student capability and responsibility is engendered within the student body.

F. Urge students of all types of backgrounds to respect the school as <u>their</u> institution of learning rather than the institution of a small body of select students.

G. Give the local high school administrative staff responsibility for all rules and regulations at the school and allow them to be as flexible as possible. Rules set by higher administrative levels (i.e., the Board of Education and the Superintendent) are often points of contention between a responsible but "hands-tied" principal and a conscientious but inhibited student body.

H. Maintain constant communication between administration, faculty, and students so that all three strata of the high school will be aware of the problems, interests, and new ideas of the others. A formal committee or informal "dialogues" could facilitate this communication.

I. Encourage complete participation by students at the junior high school level and allow the junior high school student government as much responsibility as possible.

J. Distribute students alphabetically in homeroom assignments rather than by the trackings of students in order to give each student a wider perspective on the entire student population and to foster better understanding between different student backgrounds.

K. The principal's or faculty advisor's relationship to the school newspaper should be worked out early in the year to save embarrassment and misunderstanding. The principal should advise the paper, but neither he nor any other faculty member should ever censor or alter the newspaper. Rather, also early in the year, the student staff should establish guidelines under which they will print articles (these should probably deal with the areas of obscenity and libelous statements). It is recommended that a "Principal's Column" be included in the paper to allow him to communicate his feelings on any and all areas of school concern. By this column a principal may communicate to the students on specific situations which warrant concern (congratulations to successful school groups, clarification of misunderstandings, and comments on future activities). This column should in no way limit the principal's concern with and practice of other forms of communication but should be yet another avenue towards complete communication.

II. ATTITUDES AND ACTIONS OF ADMINISTRATORS

A. Be honest, straightforward, and frank with students. Do not treat them as less than adults until some action gives you cause to do so.

B. In all cases where propriety permits, give a full explanation for all actions taken, both positive and negative in nature.

C. Despite all justifications raised otherwise, tell the entire truth about all incidents, for rumors are found to be a major stumbling block to unity and communication within the high school. The responsibility for removing rumor and rumor potential lies with the administrator as well as with the students.

D. Support students when they are right.

E. Limit arbitrary rules to a minimum. Never implement a policy without fully explaining the rationale behind it to the student body.

F. Levy equal rewards and punishments for equivalent acts and in proportion to their importance.

G. Do not threaten or intimidate students with real and/or imagined punishments.

H. Refrain from forcing students into positions where they are required to reveal fellow student offenders or face stricter punishments.

I. Use suspensions and expulsions as punishments only as a last resort. It is strongly recommended that offenders committing even major infractions be assigned punishment commensurate with their offense rather than be forced to lose valuable and often crucial academic time.

J. The principal should establish and disseminate to all students and parents the grounds on which a student will be disciplined, suspended, or expelled. These guidelines should list specifically those areas considered minor infractions, major infractions, and grounds for suspension or expulsion. Also, the principal should make known to all students and parents the procedures he will follow if any major disciplinary action, suspension, or expulsion should be necessary. This is to insure awareness and responsibility within the student body, to inform parents, and to prevent misunderstanding and confusion in the event of disciplinary action.

K. Use police minimally and then only to protect, not discipline, students.

L. Establish a student advisory committee (perhaps a sub-committee of the Student Council) to help decide disciplinary policies, not to judge individual cases.

III. ATTITUDES AND ACTIONS OF STUDENTS

A. Be honest, open, and frank with faculty and administrators. Their respect and cooperation are essential for constructive student activities and can best be earned by straightforward dealings. If treated as allies rather than enemies, they should respond as such.

B. Bring problems and complaints into the open. Locker room discussions seldom lead to constructive action.

C. Make an effort to open channels of communication before problems arise. Communication is a 50-50 proposition. At least half the responsibility must lie with the student - often you must take the initiative.

D. Look for alternative means of communication with administrators. A sympathetic superintendent, principal, guidance counselor, or faculty member can be a valuable ally in making student opinion heard or in dealing with a problem concerning another administrator.

E. Think positive! Follow up any criticism with constructive suggestions for improvement.

F. Know your school officials. School Board meetings are usually open to the public - attend several. Keep school board members and your superintendent informed of your activities and problems. An advisory committee at this level is often quite helpful.

G. Make yourself aware of faculty and administrative problems. You may be able to offer help or at least a different point of view. Your concern for their problems should promote their interest in yours.

H. Support your student leaders. Without student backing they cannot be effective. Your suggestions and especially your time are necessary for successful activities.

I. Take the initiative in identifying student needs and in establishing committees to deal with them or directing them to the appropriate channels.

J. Don't ignore the needs and problems of students of different backgrounds - economic, racial, social, academic. You and the school can benefit from the recognition of the varying interests of the student body. Help make your school responsive to the needs of all students.

IV. EXTRACURRICULAR ACTIVITIES

A. Use cheers which reflect all segments of the student body to increase the unity created by athletic events.

B. Develop a system of student-oriented clubs which will offer the opportunity to every student to participate in areas of his choice. Adult guidance (but not domination) should be provided when needed.

1. Support the creation of more service-oriented clubs and interest clubs (i.e., photography, ecology) to meet expanding student interest and willingness to participate.

2. Encourage all clubs in the school to be open to students of all types of backgrounds - economic, social, religious, racial, and academic.

3. Provide transportation as often as possible to as many events as possible.

a. Perhaps special rate arrangements can be made with local mass transit systems for special events.

b. In consolidated schools where students are bussed long distances, activity busses could be made available in the late afternoon so that students without private transportation can remain for activities after school.

c. In clubs which operate under a point system or other systems placing value marks on service, providing transportation for other members should receive points because of the service rendered.

4. Encourage minimum monetary expenditures to be required for student participation, thus encouraging those of low economic status to be involved as well as those of stronger economic background.

5. Keep club membership open at all times or have several times during the year when new members may be added so that a student may join anytime he becomes aware of or interested in any specific organization.

6. Eliminate all grade requirements for membership and office-holding in clubs except those of an honorary academic nature. Too often extracurricular activities exclude all but those students of high academic standing when participation might be a good learning experience for students with lower grades and encourage them to become more involved in the school at all levels.

7. Define the role of the adult advisor according to the nature of the club. Guidance, but not dominance, should be stressed.

C. Include time during the school day when students may participate in extra-curricular activities. Thus students who have jobs or home responsibilities after school may participate.

1. One day per month or per two-week period could be set aside as a "free day" in which both students and faculty could engage in non-classroom activities such as club meetings, tutoring, independent study, special projects, field trips, visits to other schools, etc.

2. One day a week each period might be shortened by ten minutes to leave a free hour at the end of the day for non-classroom activities.

3. One regularly scheduled class period per week could be designated as an activity period with the time being rotated to prevent excessive time loss for any particular period.

4. The number of school-wide assemblies could be reduced and the extra time used for more individualized activities.

D. Encourage students to accept a greater degree of responsibility in areas where they may play a primary role. "Involvement breeds involvement" is quite true, and with greater student involvement the educational process will surely improve. Though not a business, a school functions much like any enterprise: it is only as productive as each of its members turns out to be. Some suggested areas for greater student involvement and responsibility are:

1. Advisory committees to academic departments on such topics as text-books, class format, course content, or possible new programs.

2. Student-administered tutorial programs under teacher guidance.

3. Student-administered study halls during lunch periods and before school.

4. Advisory committee to the principal on rules and disciplinary policy. (See Section II-L.)

5. Student-administered monitor systems when needed.

6. Guides for field trips and groups visiting the school.

7. Advisory committees to the guidance departments. Students could:

   a. Research and develop college and scholarship files and disseminate information to all students.

   b. Assist the counselor in helping potential drop-outs and students with grade problems.

   d. Counsel other students about course offerings, career opportunities, and clubs and extracurricular activities which may be open to them.

8. Student-faculty-administration committee tc deal with problems and concerns related to the total school community.

9. Student-teacher administered discussion groups between various segments of the student population - those of different races, religions, geographical areas, etc.

10. Student committee for curriculum evaluation and innovation. Faculty input but not control should be encouraged.

11. A community-relations committee to extend student ideas and concerns to the community through the news media and organizations such as the PTA, school board, city or county Boards of Commissioners, the Chamber of Commerce and other civic organizations.

V. STUDENT COUNCIL

A. Examine the purposes of the student council.

   1. Conduct periodic examinations and evaluations by the council members themselves, other students, advisors, other teachers, and the administration.

   2. Compare evaluations and establish a definite role and clear objectives.

B. Do not place the student council in such a perspective as to render it an "arm" of the administration.

   1. Recognize and respect the council for the representative body that it is.

   2. Allow the council to function as a voice to the administration and student body at large for any and all student opinions.

3. Encourage the council to provide leadership for the entire student community.

C. Provide through the council an educational experience as well as a governmental function by teaching parliamentary procedure, the law-making process, etc.

D. Review the constitution yearly to check for possible stagnation or built-in prejudice. Require all student council members to read the constitution carefully and encourage all other students to do so.

E. Discourage the domination of student council by small, elite groups.

1. Make an effort to include those individuals who have never been involved. Many who will not volunteer are elated when invited to participate.

2. Include the views of "trouble makers" and the extremely vocal as they are vital in an effective student council. Encourage all to work within the system to bring about needed changes.

3. Identify and include groups of students who are often overlooked, such as the vocationally oriented and the special education students.

F. Use the committee system to increase student participation. Unless student opinions are absorbed into the committee as useful contributions, there is not true involvement.

G. Choose a selection process which allows all groups to participate in the council. Each student council must be unique to meet the needs of its particular student body. Below are several methods of selection which have been used with varying degrees of success. One or a combination may work in your situation.

1. Homeroom - Representatives are elected from the members of a homeroom. This system is probably the most commonly used in student councils. Minority groups usually become smaller minorities within this smaller unit and often are not adequately represented.

2. Petition - To become a representative a student must acquire a set number of signatures on a petition. Each student should be allowed to circulate a petition and, following the principal of one-man one-vote, a student can sign only one petition. The petition plan requires individual initiative to circulate a petition and get support, and minorities are able to gain representation by block voting.

3. Precinct or Zone - The school district is divided into geographical precincts or zones, and representatives are elected from each zone Another similar method is the selection of representatives by school buses. Minorities become majorities within their zones, thus obtaining more equal representation.

4. Guarantee - According to the percentage of particular groups within a student body, those groups receive an assigned number of representatives.

5. Appointment - The president or executive group appoints additional representatives from groups not adequately represented through other selection processes.

6. At-large representation - Representatives are elected at large by classes (freshmen, sophomores, juniors, and seniors).

H. Make sure a balance of power exists within the student council. The branches within most student councils include:

1. Officers (in conjunction with advisor).

a. Plan all council meetings.

b. Initiate the majority of ideas within the council.

c. Seek opinions of other members and the student body at large.

d. Involve other members' ideas in the decision-making process.

2. Executive Committee (Officers and committee chairmen).

a. Coordinates activities and provides the major part of service done by the council.

b. Presents views and recommendations to the council but does not have ultimate policy-making power.

Note: Committee chairmen should be appointed by the president according to past service and ability to get work done. The chairmen should not have votes on the council unless they are also representatives.

3. Inter-Club Council (Club presidents).

a. Keeps clubs in good communication with the council.

b. Requires active clubs which are meaningful to students in order to function effectively.

4. Legislature (Elected representatives).

a. Acts as the most powerful group in the council.

b. Represents directly the views of the students. Each representative must realize he is speaking for his constituents, not only for himself. A representative must do his best to determine how the students he represents feel on issues coming before the council.

c. Establishes policy for work within the council.

I. Look for more than just the traditional student council projects. Many students are dissatisfied with staid and unchanging student councils. To be effective, projects must have a definite purpose. Some innovative projects include:

1. Current-event Seminars - These should be open to all and might be set up during lunch periods or study halls. Students, teachers, outside speakers, and specialists on certain topics might serve as discussion leaders.

2. "Student Action Line" - This service would be that of an information agency and a place to register complaints. Action and answers should be the main goals. Such a project would need the very close cooperation of the school's administration.

3. Fine Arts Week - A band-orchestra concert, choral program, dramatic presentation, poetry readings, rock music festival, art displays, and an industrial arts exhibit could be coordinated in a school-community project. This would place an emphasis on a usually neglected area of the school curriculum.

4. Scholarship information service.

5. Tutoring Service - Elementary and junior high school tutoring as well as high school tutoring might be included.

J. Increase social consciousness and community involvement.

1. Try to get students placed on different boards and committees of the city so that their input can be evaluated in the decision-making process and student opinion can be voiced.

2. Speakers from community agencies might discuss the needs and opportunities for volunteer services.

K. Take an interest in educational revisions.

1. Establish student-faculty groups to assess the present curriculum and make recommendations for improvement.

2. Promote non-classroom educational activities such as field trips, "interest" classes, independent study, etc.

L. Take the initiative in drawing up a reasonable and workable dress code. High school students should be given the responsibility for their personal dress and appearance.

M. Assume the responsibility for improving human relations. Projects to assist in this area include:

1. Human Relations Week.

2. Black-white exchange programs.

3. Cultural awareness groups.

N. Strive to increase communication at all levels.

1. Emphasize the importance of reporting student council activities to other students and also of getting feedback from them.

2. Remember that printed memos and public announcements are good only if they reach the students.

3. Let students have a chance to express their views <u>before</u> issues are voted on.

4. Hold open hearings on important issues.

O. Make the student council a vital part of the input into the decision-making process at all levels of school activity.

VI. HUMAN RELATIONS

A minority group will be defined for the purposes of this section as any group of students whose socio-economic background, race, religion, interests, academic concerns, geographical location, or vocational aspirations

tend to set them apart from the majority or controlling segment of the student body. Good human relations consists of recognizing and adapting the school's operation to meet the needs of all such groups and to allow them equal opportunities to participate in school functions.

A. Treat all students as individuals. Avoid stereotyping and group identification.

B. Strive for fair representation of all minority groups in school activities - student government, athletics, cheerleading squads, beauty contests, clubs and organizations. One of the suggested election procedures in Section V or VII might help achieve this goal.

   1. Minority students should not be reluctant to join in school activities. Offer services to the school and participate in all its functions. Don't wait to be invited - volunteer!

   2. Members of the majority or controlling segment of the student body should actively recruit and extend sincere invitations to members of minority groups to take part in school activities.

C. Encourage faculty to participate in ethnic sensitivity training during their recertification periods and in-service training. Encourage faculty assistance in ethnic sensitivity, and capitalize on minority faculty members' experience.

D. Provide channels of communication to air grievances. Let the student body know of these channels in advance and help in determining methods of handling problems.

E. Establish a human relations council to deal with special problems and suggest policies and activities. Such a group is most helpful in areas where integration or consolidation of schools has recently occurred. The student human relations council should be dedicated to promoting and safeguarding within the school community an environment in which dignity, respect, and equal opportunity are of primary importance.

   1. Membership

      a. Formulating the council

         1) Have an equal representation of black and white or any other minority groups that may be prominent, especially when racial problems are a major topic, or

Have a cross section of the entire student body with racial makeup equal to the percent of representation of each race found in the school, or

Have an equal number of representatives from each school involved in a consolidation move.

2) Members should have varied interests and be able to voice the opinions of various segments of the student body.

3) Since people and trends are constantly changing, members should try to keep abreast of new developments ranging from dress fads to political opinions.

4) The council should be large enough to sufficiently represent the opinions of all students - yet not so large that there cannot be meaningful dialogue in working to attain its ends.

5) The members of the council should be introduced to the whole student body so that they will know whom to contact with ideas or problems.

b. Selection - There are several ways in which members might be selected. It is important to note that each school should try to select its committee members to adapt best to situations which exist within the school.

1) All members may be elected by students.

2) Part of the members may be chosen by the administrators with the remainder elected by the students.

3) Members may be elected by their race or respective groups in caucus.

c. Faculty Advisors - Persons serving in this capacity must have a keen insight into social conditions which are rapidly changing in today's schools. They should serve as consultants rather than as directors. Above all, faculty advisors should have an understanding and sympathetic attitude toward the many complexities which create friction within the school community. In making this selection, students will undoubtedly choose persons to whom they feel they can relate easily and who will be good listeners.

1) Have the council select the advisors themselves.

2) Have two advisors, one black, one white.

d. Chairmanship - This also is something that needs to be determined by the committee itself.

1) Have one chairman, but frequently rotate the position between black and white council members, or

Have co-chairmen, one black, one white, and let them divide the responsibilities according to the best method, or

Have a chairmanship rotating among representatives from each school involved in consolidation, or

Have a chairman elected by the group.

2) Whoever is serving in this capacity must be perceptive and tactful. He must ensure that each member of the committee can fully express his opinions and attitudes without hurting the dignity of the individual or hindering the progress of the committee. He must also allow any member or guest to retreat from a hasty or ill-considered position without loss of face.

3) He should serve as spokesman for the committee to the student council and various school and community organizations.

2. Meetings

a. Meetings should be held at a regularly scheduled time and place which is known by the entire student body, faculty, and administration.

b. In order for the council to be accessible to the maximum number of people, meetings should be held during school time if it is at all possible.

c. Some meetings should be open to the public, while others may have segments that need to be confidential.

d. Emergency meetings should be called when necessary.

e. There should always be some positive activity to avoid complacency and discourage the development of negative attitudes among the student body.

3. Guests

   a. At periodic meetings each council member and the advisors should bring other students and faculty members.

   b. Persons who deal with Public Relations in the community should be invited in as well as parents. This would include members of the news media.

   c. Opportunities should be made for all students to express opinions and suggestions to the council through open forum sessions, suggestion boxes, or attendance at regular meetings.

4. Records

   a. Accurate records of each meeting should be kept.

   b. Records should be made available to all students, faculty, and administrators for review except in cases where confidential sources play a roll in decisions.

5. Responsibilities

   a. A first task of the council is self-education. Members should make use of acquaintances, experiences, and services of consultants in the field of human relations. Each member should have a working knowledge of existing problems within the school.

   b. The council should listen to any complaint, problem, or question which might be posed by any student, faculty member, or administrator.

   c. There should always be room for honest disagreement between members of the council since it is composed of people coming from different backgrounds.

   d. Since the council is oriented toward obtaining harmony within the school, its members should suggest or recommend positive action to increase cooperation and promote the understanding that differences do exist in people, yet this need not prevent successful interaction.

   e. The council should have the right to work on problems which it foresees before these problems are brought before it. This means that some positive show of concern or action may prevent negative reaction to a situation.

f. The sessions, while not highly structured, should center around:

1) What is the cause of concern?

2) What are the sources of the problem?

3) What are possible solutions?

a) How realistic is each?

b) How are they to be implemented?

4) What resources for help are available?

5) What steps are to be taken?

g. Recommendations

1) All recommendations should be sent to the principal, student council, and faculty council, if one exists. These recommendations should be made known to the entire student body through assembly programs, bulletin boards, and distribution of printed copies.

2) For the best communication and understanding, the following steps are recommended to the principal as responses to the council's recommendations:

a) The principal should agree to the recommendations and work to enact it if possible. If he disagrees with the recommendation, he should meet with the council to discuss his position and seek alternative solutions.

b) The principal should refer recommendations to an appropriate committe or board if it is not within his power or jurisdiction to take action. In doing so, he should specify where it is and what action may be expected.

F. Remember that the basic concepts of good human relations - honesty, mutual respect, tolerance of others' opinions, and equal opportunities for everyone - apply to all relationships within the school: student-student, student-faculty, faculty-administration, and administration-student. Each member of the school, community, and especially the human relations council, should promote better relations in all these areas.

VII. HYPERSENSITIVE AREAS

A. Cheerleaders - Cheerleader selection has been and will continue to be a potential trouble spot in high schools. Selection procedures must be fair to all students and justly allow cheerleaders to serve as leaders of all students. Hence the following policy is recommended in cheerleader selection:

1. Cheerleaders should be selected, not elected. The position of cheerleader, like that of the football player, should be one which is gained by ability, not popularity. Judgment should be made upon the characteristics necessary for a good cheerleader: poise, leadership, personality, physical ability to do cheers well, coordination, creativity, and ability to work well with other girls and with large crowds.

2. No grade requirements, activity records, or conduct requirements should be made of any prospective cheerleader. (After a student is selected to the squad, perhaps she should be required to maintain the same academic standing that students on the football squad must hold - the passing of three academic subjects.) By eliminating these requirements before selection is made, any and all students may try out for the squad. Thus, more interest will be created, more students will be involved in tryouts, and less dissatisfaction will occur because certain students were "discriminated" against.

3. The judging panel should be made up of impartial people, preferably from outside the school staff. The panel should represent fairly all races and cultural groups. Selection of panel members should be based on ability to judge cheerleading styles, to evaluate personality and leadership, and to be fair in appraising all strong and weak points of each student trying out for the squad.

4. Judgment should be made on merit; hence, the use of a scoring sheet is highly recommended. This sheet should allow each judge to score independently each student on several different categories (See A-1 of this section) with points being used in the manner of five - excellent, four - good, three - satisfactory, two - poor, and one - unsatisfactory. Tabulation should be done by an impartial person, witnessed by students. (The tabulator should be neither a student nor a judge.)

5. Cheers used for selection proceedings should be truly reflective of all cheers liked in the school. Difference between white and black

cheers do exist, as do differences for other cultural groups. Utilization of all types of cheers will eliminate any subtle discrimination. Practice sessions for all types of cheers should be held before tryouts.

6. Practices and tryouts should be well announced to all students, with the area for tryouts and selection procedures outlined well in advance.

B. Homecoming Courts - May Queens - Christmas Queens - Beauty contests should be constructed so as to give all students a fair and representative chance at selection. The following procedure may be utilized as one method of selection:

1. Allow any club, athletic team, homeroom, or individual to sponsor a girl for the crown. No standards as to academic standing or conduct record should be made of any girl, and "black-balling" by any teacher, student, or group is highly discouraged.

2. Selection should be done by popular vote, with a plurality serving as the deciding vote rather than a majority.

3. No girl who has been queen at any other school function during the year should repeat with another crown (i.e., Homecoming Queen also being May Queen). Serious consideration should be given to the idea of allowing no student to be selected as a queen if she has won that title in past years.

NOTE: No selection of beauty queens or other representatives can ever be done fairly until all students recognize the worth and dignity of all their fellow students. Continuation of beauty being defined as the "fair young maid with flaxen hair and sky-blue eyes" will only lead to further difficulties. Encourage girls of all races and ethnic groups to be sponsored for the crown. Only a spirit of unity and understanding can overcome society's influences of prejudice and long-standing definitions of beauty.

C. Student Councils (See Section V)

D. Marshals at Graduation Exercises - Marshals should be selected strictly on the basis of academic standing. One suggested method is to take the top ten girls and top ten boys in academic standing for marshals. Methods which are selective or use a screening process generally create more dissatisfaction than a clear-cut method such as academic standing.

E. Superlatives - Superlatives are generally traditions carried over from the day of small schools from one community only. However, in a day of consolidation and enlargement, superlatives are not the same honor as before. Today few students really emerge as "Best All Around" or "Best Looking." In addition, such titles as "Best Dressed" emphasize wealth rather than personality. Superlatives should be expanded with more students involved and more relevant categories developed. Or, superlatives should be dropped altogether, with more recognition being given for achievement, service to the school and community, and full development and utilization of talent and ability. Serious consideration should be given to the concept that "Every student in my school will succeed and be acknowledged for his success this year." With greater involvement and recognition for achievement, even of a minor nature, students take greater interest and pride in their school.

VIII. CURRICULUM SUGGESTIONS

A. Let students become an active part of their education. Education can and should be a pleasurable experience.

B. Encourage among students an awareness of the need to question and help them develop the art of questioning.

C. Discuss values as well as specifics.

D. Search for alternatives to traditional grading procedures. Several methods might be:

1. Student-teacher conferences with written evaluations by both rather than letter or number grades at the end of the term.

2. Student-teacher-another student (as applied to ungraded systems).

   a. Each student would be evaluated by the student himself, his teacher, and another student or students (on class participation).

   b. The final product would be a combination of evaluations.

3. Self-test - teacher test.

   a. A student would test himself, then the teacher would test the student.

   b. The combined score would determine the grade.

E. Make all courses which are not required for graduation a pass-fail option.

F. Establish student faculty committees to promote understanding, using the following guidelines:

1. An equal number of students and teachers should be selected.

2. Each group should be selected by their peers.

3. Regularly scheduled meetings throughout the year should be held to discuss student and faculty ideas and problems, proposals on school policies, relations between teachers and students, curriculum recommendations, and other related concerns.

G. Let students evaluate teachers for the benefit of both teachers and students.

H. Increase independent study programs, using some of the following ideas:

1. Independent study cards should be issued to interested students for the purpose of identification and admission to independent study programs.

2. Students should be allowed to study in fields of their own interest.

3. Objectives and procedure for the projected study should be established early in the term.

4. A main area should be opened for certain hours, perferably several consecutive periods during the day for the purpose of independent study.

5. No form of formal supervision should be used, but faculty members should be available for guidance.

6. No attendance should be taken.

7. The student should have freedom to attend and leave the study area as his needs require, provided he utilizes the time allotted in some activity related to his study.

8. Whenever possible, laboratories and classrooms should be made available to students for special study on request.

9. Students must attend all other regularly scheduled classes unless permission has been obtained from the teacher to do otherwise.

10. Evaluation should be in the form of written self-evaluation and self-test, supplemented by some form of teacher evaluation.

11. The type of credit to be given should be decided by the school at the beginning of the term. The student should be consulted and informed of the final policy.

I. Institute "voluntary experience" periods, possibly along these guidelines:

1. A different period should be set aside each day.

2. This period can be used for such activities as club meetings, conducting research, tutoring, seminars, lecture groups, viewing educational movies, and other related activities.

3. Students can attend any program or activity offered at that time or any personal activity with exception of leaving the school grounds.

4. One teacher in each department should be available for tutoring if a student requests help.

5. A committee of students should be set up to coordinate activities and issue a statement on the plans for the week.

J. Promote student seminars centered around student interests. These should provide a forum for controversial issues, such as the draft, drugs, war, politics, morality, etc.

K. Try modular scheduling to make allowances for classes needing more or less than the regular fifty (50) minutes. (Modular scheduling consists of dividing the day into approximately twenty twenty-minute "mods" which can be scheduled to meet the needs of specific classes or students.)

L. Provide short breaks between each class or every other class to give students time to reflect on material while fresh in their minds. This extra time could supplement or replace regular study periods.

M. Use a variety of sources for class information. Exhaust all supplementary materials.

N. Make the community a vital part of the school. Tap all resources in the community for personnel, materials, and facilities.

O. Hold class anywhere appropriate for the subject.

1. Increase the number of field trips.

2. Avoid merely transporting the traditional classroom format to a new setting; rather use the new setting as an opportunity to try innovative teaching techniques.

P. Increase emphasis on vocational education for career-oriented students. Let students know that college is not the only acceptable choice.

Q. Expand occupational education programs to include the professions (law, medicine, business).

R. Expose students to reality in conjunction with studies through work-study programs, including college-bound as well as vocational students.

   1. Coordinate this program with hospitals, laboratories, nursing homes, social agencies, community projects, local government, and community businesses and industries.

   2. Offer credit for such programs.

S. Encourage student individuality and initiative in all curriculum decisions at school-wide, department, and personal levels. Students who contribute to, rather than merely receive, their education will find their total educational experience more profitable and enjoyable.

CONCLUSION

A fifteen-page annotated bibliography, "High School Student Unrest: An Overview of Pertinent Reading," is available at no charge. Prepared for the Task Force by Mrs. Susan Wellborn, Research & Information Center, State Department of Public Instruction, the bibliography lists books, pamphlets, and magazine articles with descriptions of the contents and possible uses for each of the eighty-five entries. For copies of this bibliography, further information about the Task Force on Student Involvement, additional copies of this booklet, or assistance in implementing some of the recommendations, please contact:

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